NORTHWEST TERRITORIES EDUCATION ANNUAL REPORT 1990

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MINISTER'S INTRODUCTION

The Department of Education is continuing to work towards an educational system that recognizes and respects the cultural background of the people it serves. The department continues to follow the principle that education should be an interactive process involving students, families, communities and the education system. The department has developed a number of methods to draw on the knowledge of community people and encourage their participation in education. One indication of the success of the department's approach is that enrolments at the high school level increased by 19 per cent over the past year.

In order to meet the changing needs of the people of the N.W.T., the department started work on updating *The Education Act*. A discussion paper was sent to all education authorities and agencies interested in education in September. Department staff travelled to all divisional boards during the fall to explain the Act and discuss changes. The comments will be put in a report and tabled in the Legislative Assembly in 1991.

Following the direction of the Special Committee on Aboriginal Languages, recommendations were tabled for changing the language section of *The Education Act* during the fall session of the Legislative Assembly. Consultation with education agencies and interested groups is continuing.

The teaching of aboriginal languages in schools is provided for in *The Education Act*. Teaching and Learning Centres (TLCs) are doing a great deal of work now in developing relevant teaching materials. In addition to the nine existing TLCs, two new Dene centres have been established – the Gwich'in Teaching and Learning Centre in Fort McPherson and the Dene Language Centre in Yellowknife.

The department is continuing to support initiatives in French language instruction. Core French programs are offered to approximately 3,500 students, from kindergarten to Grade 12, in 22 schools in 10 communities across the N.W.T. In Iqaluit, a number of classes in French are offered to francophone students at the elementary and senior levels. In Yellowknife, about 500 students from kindergarten to Grade 12 take part in French immersion programs offered at four Yellowknife schools. Now in its second year of operation, L'Ecole Allain St-Cyr has expanded to include programs from kindergarten to Grade 6. The 22 students who attend this school qualify for French-language education under the Charter of Rights.

The department also took a step forward in the recognition of Grade 12 graduates. Effective 1990-91, all students who graduate from Grade 12 in the Northwest Territories will receive their certificate and transcript from the N.W.T. Department of Education – not from Alberta Education. The certificates will be printed in the territories' official languages.

In April, the Dehcho Divisional Board of Education was created. Once the South Slave Region becomes a divisional board, the entire NWT education system will be managed at the local level.

The department is co-operating with Arctic College, the Dogrib Divisional Board of Education and the people of Rae/Edzo to pilot a community teacher education program in that community. This new program has been designed in response to the needs of various aboriginal language groups in the western Arctic, and allows student teachers to receive on-the-job training at Chief Jimmy Bruneau School in Edzo. Training more aboriginal and northern teachers is as important to the development of a culture-based school system as providing for greater public control of education.

The department's Advanced Education branch successfully met a number of goals in 1990.

To mark International Literacy Year, the department hosted a Circumpolar Conference on Literacy in April. The department's community literacy contributions program continued to give communities the opportunity to identify their needs and develop their own programs. Arctic College plays an integral role in improving literacy in the N.W.T., with programs that focus on using existing community resources – residents are trained as tutors and traditional learning materials are used. During the fall session of the Legislative Assembly, the N.W.T. Literacy Strategy was tabled. The strategy runs from 1988/89 to 1992/93, and contains six major initiatives, including increased resources for literacy through Arctic College, the implementation of a public awareness program, active support for literacy volunteers, an analysis of illiteracy in the N.W.T., development of appropriate curriculum and learning materials, and the encouragement of new programs through pilot projects.

In the spring session of the Legislative Assembly, a document called *Preparing People for Employment in the 1990s – An Employment Development Strategy for the Northwest Territories* was tabled which outlines three main approaches for training northerners for the current and future job market.

The department continued its role as a partner in the Employability Enhancement Agreement, with funding of $1.5 million contributed by Health and Welfare Canada and the Department of Social Services.

To help meet the need for people trained and ready to administer land claims, the department established and implemented the Northern Leaders Training Support Program. Seven northern leaders are participating.

The department also co-operated on a number of initiatives supporting N.W.T. students attending southern post-secondary institutions. A contract will continue with the University of Saskatchewan to provide counselling and other support to N.W.T. students enrolled in the Indian Teacher Education Program. Pilot projects provide funds to an association of N.W.T. students in Saskatoon and another in Calgary to offer peer counselling. Another pilot project provides funding to the University of Alberta to pay the salary of a counsellor to support students and apprentices attending the various post-secondary institutions in Edmonton. The project is made possible through a cost-sharing agreement between the territorial government and Bellanca Developments Ltd., a Yellowknife-based commercial real estate development company.

In an effort to meet student needs, *The Student Financial Assistance Act* and Regulations were amended. The amendments to increase the living allowances for supplementary grant students with dependents, established undergraduate scholarships and scholarships for native students in masters and doctorate level programs, introduced transitional allowances for first-year grant students, and increased loan ceilings for students enrolled in graduate programs.

This year Arctic College finalized its strategic plan. Over the next five years, adult basic education and academic upgrading will be a high priority. After 1995, Arctic College is planning to place greater emphasis on its career and university level programs.

Strengthening training partnerships with businesses and other organizations will continue to be a focus for the college. This year, with the aid of a $400,000 grant from the Canada-North-west Territories Economic Development Agreement, Arctic College developed and delivered 20 arts and crafts training courses to more than 200 students.

The Department of Education is continually striving to create a responsive, high-quality educational system by drawing on the traditional knowledge and experience of native northerners, while making the most of opportunities and innovations offered by today's society. The following report expands on the direction the department took during 1990.

Stephen Kakfwi
Minister

DEPUTY MINISTER'S INTRODUCTION

During 1990, the Department of Education focused a good deal of attention on improving the educational system. Traditional knowledge and the values of the North's original peoples play an important role in creating a top-quality school system. A Curriculum Advisory Council, established to ensure the aboriginal perspective is considered before curriculum is developed, met twice during the year. Aboriginal Language Subject Advisory Committees also develop curricula in close consultation with elders and native organizations.

The importance the department places on indigenous history and culture can also be seen in the new Northern Studies 15 program. The course is now a graduation requirement for all students enrolling in Grade 10 for the first time in 1990-91. It outlines the historical, cultural and social foundations of northern society and gives students the skills to fully participate in a rapidly-changing northern society.

Another example of the department's commitment to culture-based education is the 11 Centres for Teaching and Learning that have been established across the NWT. These centres create learning materials, drawing on the traditional knowledge of local people. They also promote the use of aboriginal languages in the schools.

Three new sets of regulations to *The Education Act* were developed this year. These regulations provide the criteria for issuing certificates of eligibility to principals; detail the provisions to be followed in the suspension and cancellation of teaching certificates; and recognize the importance of aboriginal language teachers and aboriginal languages in the school system. The recognition of the importance of aboriginal languages was achieved through the establishment of the Aboriginal Language Specialist Teacher Regulations. These set out the criteria under which teachers of aboriginal languages can receive interim and permanent certification. The regulations are an important step in revitalizing and maintaining aboriginal language and culture in the N.W.T.

In order to monitor the effectiveness of curricula and programs, the department began cyclical assessment of students across elementary grades in science in 1989, and continued in 1990 with the assessment of English language writing and reading skills, aboriginal language programs and the school health program. The results of the 1989 science assessment, including the results of a detailed teacher questionnaire, were published in the fall.

In preparation for the North's new educational channel, Television Northern Canada, going on air in November of 1991, the department has been buying broadcast rights for selected programs.

The Department of Education was pleased to recognize the innovative work of N.W.T. teachers, by participating in the 1989/90 Canadian program of the Distinguished Teacher Awards. I would like to congratulate John Jamieson, overall winner, and Jacqui Bishop-Kendall and Karen Dicks, who were runners-up. They received Distinguished Teacher Awards for a creative approach to teaching or for special projects they initiated. To recognize the importance of teachers, the department started a public relations campaign this year, with the theme, "Be a leader, be a teacher."

The department continued to work to meet the needs of all students in the education system through two alternative programs – the Community Occupational Program (COP) and the Senior Practical Program (SPP). Both programs are for students 15 years of age or older, who are not prepared for Grade 10 programs and are at risk of dropping out. In 1990, 39 students graduated from COP, while six graduated from SPP.

More and more N.W.T. students are continuing their education with post-secondary studies. During 1990/91, 980 post-secondary students are receiving student financial assistance. Of these, 455 are native. There are 245 students attending northern schools and 735 attending southern institutions, while 355 are in university programs and 625 in technical programs.

Arctic College continues to play a vital role in the post-secondary education of northerners. On April 1, 1990 the entire adult education program was consolidated as part of the Arctic College system. The college now administers Community Learning Centres in more than 30 communities.

The college's registrations continue to increase, as they have for the past four years. This year, more students are choosing longer term one- and two-years programs.

The college plays an essential role in the N.W.T. Literacy Strategy. The college delivers literacy programs focusing on building community awareness, developing locally trained tutors, and using traditional learning materials.

The Department of Education continues to work towards an educational system that will bring out the best in the people of the N.W.T. The department's motto is "Learning is for Life." Through a variety of approaches, such as public consultation on programs, support for creative teaching methods, increased efforts in adult upgrading, and support for post-secondary students, the department is working to make its motto a reality.

Joseph Handley
Deputy Minister

THE DEPARTMENT

Advanced Education

Student Financial Assistance

The N.W.T. Student Financial Assistance Program has expanded dramatically since its inception in 1982, when 322 students were enrolled in post-secondary studies. In the past year, the number of native students has increased by 27 per cent, while non-native enrolments decreased by 9 per cent. There are 980 students attending post-secondary institutions this year, of which 455 are native. There are 245 students attending northern schools and 735 attending southern institutions. There are 355 students in university programs and 625 in technical programs.

The Student Financial Assistance Act and Regulations were amended this year, following a review of the financial needs of students. Amendments include increases to the living allowances for supplementary grant students with dependents, the establishment of undergraduate scholarships, and the establishment of scholarships for native students in masters and doctorate level programs, the introduction of transitional allowances for first-year grant students, and increased loan ceilings for students enrolling in masters and doctorate programs.

The Department of Education has renewed an agreement with the Department of Indian and Northern Affairs to provide funding for 25 students to enrol in upgrading this year. The students receive grants to help pay for travel, books, tuition and living expenses.

A contract is continuing with the Province of Manitoba and the University of Manitoba to enable N.W.T. native students to enrol in professional programs. There are three students in the University of Manitoba Access Program – two in engineering and one in special pre-medical studies. In May, 1990, one native female completed pre-medical studies and has been accepted into dentistry for 1990/91.

A contract will also be continuing with the University of Saskatchewan to provide special counselling, tutorial and other support to N.W.T. native students enrolled in the Indian Teacher Education Program.

Pilot projects in Saskatoon and Calgary provide funds to an association of N.W.T. students in each city to offer peer counselling support. Another project provides funding to the University of Alberta through a cost-sharing agreement between the territorial government and Princeton Developments. The money pays the salary of a counsellor who provides support services to students and apprentices attending the various post-secondary/trades institutions in Edmonton. These three projects will be assessed at the end of the 1990/91 school year to see if they should continue, and if they should be expanded to other locations.

Literacy

1990 was International Literacy Year, and the launching of the United Nations's 10-year plan of action to combat illiteracy. The Department of Education marked International Literacy Year by hosting a Circumpolar Conference on Literacy in April. Delegates analyzed the literacy issues faced by aboriginal people around the circumpolar world.

The department provided support and encouragement for the founding of the N.W.T. Literacy Council, which received $110,000 in corporate donations through the Peter Gzowski Golf Tournament for Literacy.

The department produced two short television vignettes promoting literacy in English and aboriginal languages for broadcast on CBC North.

In the second year of the Community Literacy Projects Fund, 11 community-based literacy projects, designed and run by non-government organizations, received total funding of $238,175. These projects take innovative approaches to literacy training, and are carried out using the help of volunteers. The projects complement the literacy and adult basic education programs offered by Arctic College.

Employment Development

In the spring session of the Legislative Assembly, the Minister tabled *Preparing People for Employment in the 1990s – An Employment Development Strategy for the Northwest Territories*. This document outlines three main thrusts for training northerners for present and future jobs: labour market planning, employment support programs and employment preparation programs.

As part of the strategy's initiatives, Education's Northern Training and Employment Register (ENTER) was fully implemented in 1990, with registrations exceeding 1,800. The register is used by regional offices to make job referrals at the request of employers, or to plan and recruit for training courses, according to the training needs of each community.

At headquarters, the data were used to advise the Department of Public Works and the N.W.T. Housing Corporation's contractors of the general availability of labour in various communities, thus helping employers recruit northern labour.

The Employability Enhancement Agreement, in which the department is a partner, continued in 1990 with funding of $1.5 million contributed by Health and Welfare Canada and the Department of Social Services. The goal of the agreement is to provide social assistance recipients an opportunity for employment and training, to help them

find long-term jobs, and to make them less relient on social assistance.

Funding was evenly allocated this year between territorial government programs and the federal government's Canadian Jobs Strategy. This resulted in increased flexibility – options now include individual wage subsidies through Advanced Education's Training-on-the-Job Program and access to existing or newly created Arctic College courses.

The Training-on-the-Job Program was revised this year to include institutional training, increased wage subsidy ceilings and extended training plans to a maximum of two years. This program continues to be a success, with 83 trainees receiving salary support. Of these trainees, 75 remained with their sponsoring employer or found related employment.

Eleven information sessions on job opportunities were held at Sir John Franklin High School. A total of 504 students from Sir John Franklin, St. Patrick and William McDonald schools attended.

The Northern Leaders Training Support Program was introduced this year. Six northern leaders have been sponsored to pursue post-secondary studies and specialized job training to prepare them to administer and manage land claims.

Staff Development and Training

The reorganization of Advanced Education this year resulted in the creation of the Training Services Division. Programs that deal with staff development and in-service training have been consolidated under the division. These programs include the In-Service Training Program, Staff Development, Education Leave, and Classroom Assistant Education Leave.

The government's In-Service Training Program continues to introduce people to the public service and train them. In 1990, there were 119 trainees enrolled in the program, of whom 108 were native. Thirty-five graduated and were appointed to indeterminate positions in the public service.

Staff Development saw 1,024 employees and 254 participants from outside agencies take part in 92 in-house courses. A total of $335,000 was spent on staff development and training.

The Education Leave Program provided funding to 48 employees, 30 of whom were native, so they could improve their qualifications and enhance their potential for promotion. During the year, 11 employees completed their programs from previous years and were reappointed to the public service.

Twenty-two native classroom assistants received support to take programs at the Teacher Education Program of Arctic College during the year. Eight successfully completed their program and were reappointed to teaching positions.

Top apprentices are honored across the Northwest Territories each year. This group is from Yellowknife, 1990.

Apprenticeship

This year's reorganization of Advanced Education resulted in all Northwest Territories apprentice programs being consolidated into one unit. The former apprenticeship section was upgraded to a division, which has a greater capacity to respond to the changing training needs of industry.

The Apprenticeship Training Assistance Program was established to provide salary subsidies to employers who train northern apprentices. It was doubled in 1990 and resulted in more than 130 apprentices trained by employers who otherwise could not afford to employ them.

At the end of the year there were 405 apprentices in the Northwest Territories, slightly fewer than last year. However, 66 apprentices graduated at the journeyman level, an increase of 30 per cent over last year. In addition, 219 journeyman certificates were issued, 88 of which carried the Interprovincial Red Seal, which allows people in the skilled trades to work anywhere in Canada. These figures represent an increase of 30 per cent and 57 per cent respectively over 1989.

Of the 405 apprentices, 179 (or 44 per cent) are native. A total of 13 apprentices graduated from the government In-Service Apprenticeship program.

The Department of Education continued strong support for Interprovincial initiatives leading to standard apprentice programs and qualifications across Canada.

Curriculum Services

The Artists in the Schools Program, now in its fourth year, provides up to $2,500 to one school per jurisdiction per year. Some excellent samples of student work were on display at the Circumpolar Conference on Literacy in the spring of 1990.

Communities which have received assistance are: Fort Good Hope, Fort Simpson, Rae Edzo, Holman Island, Pelly Bay, Cambridge Bay, Gjoa Haven, Baker Lake, Fort McPherson, Tuktoyaktuk, Paulatuk, Pangnirtung, Fort Liard, Spence Bay, Sanikiluaq, Arviat, Colville Lake, Detah and Inuvik.

The program emphasizes the use of local artists, rather than spending large sums of money to bring in southern artists. This helps students appreciate the contribution northern artists make to the local economy. The principal of the school in Holman has done an excellent job in this regard, because students benefit from the artists who provide workshops at the local craft shop. Arctic College hired Arts and Crafts instructors to deliver various projects in communities across the N.W.T. The Department of Education arranged for schools to take advantage of the presence of these artists and instructors and to use their services to promote the Artists in the Schools program.

Northern Studies 15 is being implemented in all Grade 10 classes. It gives students the opportunity to understand and appreciate the historical, cultural and social foundations of northern society; to help them appreciate the importance of the Northwest Territories as a unique and distinct region in Canada and in the world; and to promote informed, rational and tolerant citizenship in a rapidly-changing northern society.

Northern Studies is a graduation requirement for all students enrolling in Grade 10 for the first time in 1990/91. More learning materials are being developed. Revision of the Grade 10, 11 and 12 Social Studies curriculum to include the Northern Studies modules are planned.

The Northwest Territories participated in the 1989/90 Canadian Program for the Distinguished Teacher Awards. A committee with representatives from the N.W.T. Teachers Association and the N.W.T. School Trustees Association selected John Jamieson as winner, with Jacqui Bishop-Kendall and Karen Dicks as runners-up.

The Curriculum Advisory Council met twice during the year to provide advice and recommendations on the development of curriculum to the Minister. The council consists of representatives from the School Trustees Association, the Teachers Association, the Inuvialuit Regional Corporation, the Inuit Cultural Institute, the Dene Cultural Institute, the French Cultural Association and the Chamber of Commerce.

A number of curriculum support projects were undertaken. The Dene Cultural Institute was contracted to develop a Dene Studies document, and the Inuvialuit Regional Corporation was contracted to write a Grade 6 textbook on the history of the Inuvialuit, to support the new Social Studies curriculum. Another project which was developed by contract was the Land Claims Unit for Grades 5 to 9, to support the Social Studies curriculum.

Concerns expressed by some parents led to a review of P.W. Kaeser School in Fort Smith by the Department of Education. It first focused on delivery of mathematics programs, and then on the whole school. An internal review committee was made up of two representatives of the education society, the school principal and the superintendent of education. Their report was presented to an external committee to validate information about teacher supervision, quality of instruction, evaluation and follow-up; home/school communication and homework; organization and administration of the school, and the image of the school; standards of achievement, student evaluation and communication with parents; counselling services and meeting individual student needs. The final report and recommendations were presented to the internal review committee for follow-up.

Distance education has a good deal of potential in the N.W.T. Staff allocation and low student enrolment does not always allow small secondary schools to schedule certain courses. For instance, Sir John Franklin Territorial High School is the only one which can currently offer Mathematics 31, a requirement for students wishing to enter university science faculties. Other schools depend on Alberta Correspondence School materials, usually with a low success rate.

School jurisdictions in Manitoba and the N.W.T. Department of Education have negotiated for Mathematics 31 to be delivered to students in Yellowknife by a teacher from Brandon, Manitoba, through tutorial assistance over the phone. The Yellowknife Catholic School Board is cooperating by providing services such as marking and negotiations with NorthwesTel.

Students who graduate from Grade 12 in the Northwest Territories are currently eligible for both the Alberta High School Diploma and the Northwest Territories Secondary School Graduation Certificate. Effective 1990/91, all students who graduate from Grade 12 in the Northwest Territories will receive their certificate and their transcript from the N.W.T. Department of Education – the Alberta diploma will not be available to them.

Students who graduate at the end of the 1990/91 will require the Community Service credit in Career and Life Management 20 to qualify for the N.W.T. certificate. Arrangements are currently underway with post-secondary institutions to recognize the N.W.T. certificate.

The certificates will be printed in all official languages of the Northwest Territories. Students will receive a certificate in English and may request an additional certificate in one of the other official languages.

The Minister requested a yearly meeting of student council presidents from secondary schools and Arctic College campuses, to give them the opportunity to present him with the concerns of their student bodies. The first meeting took place in Yellowknife in April, with the presidents from Sir John Franklin and St. Patrick high schools responsible for the co-ordination of all activities. A second meeting was scheduled for the fall of 1990.

Student Support Division

The Student Support Division offers assistance to boards of education to develop programs and strategies to provide either personal or program support to students.

Students with identified special needs are integrated into regular classrooms in their home communities, where individual education plans are developed for them by teachers, in consultation with their parent(s). Three types of positions, outside the pupil-teacher ratio, are funded through the Special Needs Program: special needs consultants, special needs teachers and special needs assistants.

Specialized equipment, such as lifts for school buses or specially adapted computers and software, are provided for students with identified special needs. Last year, the Department of Education pilot-tested two IBM Speech Viewers – one in Baffin and one in Yellowknife. These machines, donated by IBM Ltd., assist students with hearing impairments in learning to communicate.

Two departmentally approved alternative programs – the Community Occupational Program (COP) and the Senior Practical Program (SPP) – are offered. Both are for students 15 years of age or older, who are not prepared for Grade 10 programs and appear unlikely to continue at school. The students spend 50 percent of their time on work experience and 50 percent studying lifeskills, academics and personal development. Twelve communities have Community Occupational Programs, and this year the programs will also be introduced in Arviat, Arctic Bay and Pangnirtung. Both Inuvik and Yellowknife offer Senior Practical Programs. In 1990, 39 students graduated from COP, while six graduated from SPP.

During 1990, a slide-tape presentation, *Our Students, Our Future: Education in the N.W.T.* was prepared and distributed to all boards of education. It provides an overview of support strategies which may be used to encourage students, at risk of dropping out, to stay in school.

The last unit of the N.W.T. School Health Program is in the final stages of preparation. During next school year, the complete program will be available to all schools for kindergarten to Grade 9 students.

Twenty-one graduates of the highly successful School-Community Counsellor Training Program are now working in N.W.T. schools. The counsellors act as a liaison between the home and the school, provide support to students with personal problems and encourage parents to become more involved in their children's education. School attendance has improved and truancy rates have been reduced in communities with counsellors. A new training program with 16 students began in September, 1990.

Two counselling resource bulletins were published in 1990 – one on the development of a school crisis response plan and the other on peer support. During the next school year, workshops on peer support will be conducted for school staff.

The Student Support Division also provides assistance to boards on parental involvement in education, such as the Dogrib Divisional Board Parenting Project. Tupaatsijit, a parent support group in Arviat, began as a pilot project and continues to expand its activities. Last year, members participated in a parenting workshop and organized an orientation session to introduce new teachers to their community.

Aboriginal Languages and Bilingual Education

"Education into culture, not culture into education," phrases borrowed from the World Indigenous Peoples Conference: Education, held in Ngaruawahia, New Zealand, is the goal of the Aboriginal Language Teaching and Learning Centres (TLCs). The struggle for education to come from within the culture, rather than being imposed from outside, is expressed through the many projects undertaken by the dedicated aboriginal educators staffing the centres.

In addition to the nine already existing Aboriginal Teaching and Learning Centres in the regions, two Dene centres have been established – the Gwich'in Teaching and Learning Centre in Fort McPherson and the Dene Language Centre in Yellowknife.

Dene Teaching and Learning Centre staff, in consultation with elders and community members, held two Subject Advisory Committee meetings for the development of Dene Kede Erihtl'e (K-6). This Dene Language Arts curriculum is generic to all Dene groups and will serve to teach Dene language by reflecting a uniquely Dene perspective or worldview.

Class taxidermy project in Kaw Tay Whee School in Detah.

Dene Teaching and Learning Centre staff have all made workshop presentations at the Yellowknife Teachers Conference and at the Circumpolar Conference on Literacy held in Yellowknife.

To further the renewal and retention of Dene languages, the TLC staff have participated on the Dene Language Standardization Committee with the Department of Culture and Communications.

The Grade 7-9 portion of the Sahtuotine (K-9) project, is in production. This is a two-volume, bilingual book, with colour illustrations and the voices of the elders speaking on the traditional lifestyle of the people of the Sahtu. Sahtuotine (7-9) will be released with teachers' guide and support materials.

The recently formed Aboriginal Educators Association of the Western Arctic reviewed and approved the proposed Community Teacher Education Program being piloted in Chief Jimmy Bruneau School in Rae/Edzo.

The new elementary English language arts curriculum, Communication K-6 (English), was published in January, 1990. Over the next three years, it will be implemented in jurisdictions across the N.W.T. With an emphasis on teaching and learning language in meaningful, interactive contexts, the curriculum is based on a student-centered approach, which allows each child's language to develop according to his or her own particular needs and interests. As the title suggests, the focus of the curriculum is communication. Since learning how to communicate involves making connections to earlier experiences, the curriculum is process-oriented – it teaches the students strategies which they can apply to new situations and reflect, revise or reconstruct meaning. The curriculum is also culture-based, which gives students a strong starting point and helps them build the self-esteem necessary for success in school. To reflect the language we use in our daily lives, language in the classroom is presented in an integrated manner, intertwining the receptive strands of language (listening, reading, viewing) with the expressive strands (speaking, writing and representing). It is also integrated with content – since language is a tool used to order thinking, content from literature or other subject areas is necessary for students to have something about which to communicate.

A distinguishing feature of Communication K-6 (English) is its organization. Major understandings are identified and supported with key learning experiences, but the sequence of their development is not specified. This will permit each region/board to adapt the curriculum, and to produce programs which reflect the language development of students in that particular geographic area or language situation.

To support the implementation of the new curriculum, several pilot projects are currently underway: K-6 Northern/Native Literature, an electronic newsletter and network for teachers entitled Language.Net, and in conjunction with Northern News Services, a "Newspapers in Education" pilot.

A major project for Secondary Language Arts was the production of a sixteen-minute video called *Whole Language: A Northern Experience*. The video was shot in Coppermine, showing Grade 8/9 students in a whole language class. It was developed to explain whole language teaching techniques to educators and parents.

A Northern/Native and Young Adult Literature pilot project was conducted in 14 schools across the N.W.T. A list of recommended books, and a teacher manual on teaching reading at the junior high level was distributed.

A monitoring tool, initially in the form of a checklist, was developed to help principals implement a whole language curriculum.

Two books of student writing, *My Point of View: More Writing from Grade 9 students*, and *Rappin' Raven*, a selection of Grade 1 to 12 entrants to the CBC Mackenzie radio contest, were published.

In the area of French education, two documents, French as a Second Language/Curriculum and French as a Second Language/Program, were published in January, 1990, in an interim form. Work is well under way to complete the French as a Second Language/Guide pedagogique, which should be published in 1990/91. Implementation of the curriculum started with a meeting of all the regional representatives in January, 1990. The curriculum was implemented in Yellowknife school districts No. 1 and No. 2 in the fall of 1990.

Teacher professional development is an important aspect of the implementation process for this curriculum. All French teachers attended workshops in Yellowknife, Iqaluit or Hay River in the spring, 1990. This professional development plan is intended to be self-directed by the teachers involved, and group leaders will be in charge of monitoring it.

The production of the curriculum for French as a Second Language (FSL) for Grades 7-12 was undertaken in the fall of 1990. A working committee looked at several models and made recommendations for the sequel to the elementary FSL curriculum.

Diverse documents have been translated for the immersion programs and more are on their way, such as the science curriculum guides (primary and intermediate). The new Sciences 7-9 will be translated as soon as it is available.

The Ecole Allain St-Cyr in Yellowknife is offering French instruction from kindergarten to Grade 6 during 1990/91, using the Alberta curricula for its second year of operation.

School Operations, Training and Development

In April 1990, the Dehcho Divisional Board of Education was created. Except for the South Slave Region, which is actively working towards becoming a divisional board, the whole education system in the Northwest Territories is now managed at the local level by boards or divisional boards of education. In 1982, the Special Committee on Education strongly recommended that the Department of Education delegate much of its power to locally elected boards in order to provide a better and more effective education for young people in the Northwest Territories.

Divisional boards of education control the maintenance funding for schools. They are responsible for selecting and providing direction to their superintendents and teachers, and determining educational objectives for their region.

In future, the department's efforts will concentrate on helping divisional boards become more effective and assist them in monitoring their progress. The process of monitoring their progress has already started with a review of the Keewatin Divisional Board, which was completed in January, 1990.

The highly successful Principal Training Program continues to be offered. Under new legislation, the course is mandatory for all school administrators in the Northwest Territories. Only two of the provinces, New Brunswick and Ontario, currently require mandatory certification, although other jurisdictions are contemplating such legislation.

The course is open to all NWT educators and provides excellent management training for school administrators. Training is provided over a four-week period commencing with workshops offered for two weeks during one summer, followed by a series of practicum tasks which are completed in the candidates' own schools the following winter. Training continues with another two weeks of workshops the next summer and concludes with a final extended project during the following academic year.

In July, 1990, both phases of the principal training program were offered for the first time in the North. Thirty-seven candidates completed phase I, and 57 completed phase II. It is expected that the program will continue to be offered each summer.

The division is also responsible for negotiating and distributing Secretary of State funds to boards of education to supplement their French programming. This includes support for French assistants, monitors, books, materials, awards and bursaries.

Implementation is proceeding with the new computerized student information system, which will produce up-to-date data for use in planning and monitoring by headquarters and board staff. The new system is expected to be in place in the majority of schools having IBM compatible software by September, 1991. A Macintosh version is presently being developed.

The division is responsible for the on-going coordination of student travel and exchange programs.

Legislation, Policy and Evaluation

A discussion paper called *Help Improve the Education Act* was sent to all education authorities and agencies interested in education in September, 1990. Department of Education staff travelled to all divisional boards during the fall to explain the Act and discuss changes. The overall direction for the Education Act continues to be the recommendations included in *Learning,Tradition and Change*, the 1982 report of the Special Committee on Education.

The comments resulting from the consultation on the Act will be summarized in a report to be tabled in the Legislative Assembly in 1991.

In addition to the work to redraft the Act, the minister, following the direction of the Special Committee on Aboriginal Languages, tabled recommendations for changing the language section of *The Education Act*. This section of the Act will be considered and amended separately from the general redraft of the Act. Consultation with education authorities, community and band councils, special interest groups and concerned residents will continue until revisions are complete.

Three new sets of regulations to *The Education Act* were developed. The Principal Certification Regulations provided the criteria and procedures for issuing teachers certificates of eligibility to be principals. All principals teaching in schools of 100 students or more will be required to complete the certification training program, which will give them the leadership and management skills they need.

Regulations were also developed which detail the criteria and procedures to be followed in the suspension and cancellation of teaching certificates. A hearing committee will be formed following a formal request for an investigation to determine whether or not a teacher's certificate should be suspended or cancelled. These procedures have been developed to ensure that individuals who should not be teaching in a classroom, because of cause or incompetence, will not be certified to teach in the N.W.T. The regulations also ensure that the procedures are fair to teachers.

The Aboriginal Language Specialist Teacher Regulations were developed to recognize the importance of aboriginal language teachers, and aboriginal languages, in the school system. Teachers of aboriginal languages will receive interim certification if they are fluent in an aboriginal language and have the required experience or preservice training. Permanent certification will follow the completion of a one-year training program emphasizing language development and teaching methodology.

The Student Financial Assistance Regulations were also amended this year to increase the loan ceiling so that post-graduate students could receive financial assistance.

The Department of Education continued to develop administrative policies and procedures, purchased a set of binders for boards and began to issue policies as they were developed.

The evaluation procedures for the review of boards and schools were assessed and revised. The Policy and Evaluation Division participated in the evaluation of the special needs program, the school health program and planning the evaluation of adult basic education.

The department began the cyclical assessment of students across elementary grades in science in 1989, and continued in 1990 with an assessment of English language writing and reading skills. The report on the results of the science assessment, including the results of a detailed teacher questionnaire was published in the fall, 1990.

One of the most exciting initiatives developed this year concerns teaching. The Community Teacher Education Program was piloted in Rae Edzo after a year of careful planning. A public relations campaign to raise the image of teachers and teaching in the N.W.T. was initiated and a four-part research project on teachers was completed. Information on teacher turnover, teacher orientation and hiring practices, and teacher attitudes was collected and analyzed so that the department would understand the benefits and problems associated with teaching in the N.W.T. Hopefully the information gathered, the public relations campaign, and the new teacher education program will help to improve the teaching environment and demonstrate how highly valued teachers are in the N.W.T.

Media and Information Services

With the assistance of this unit, the Department of Education produced more than 160 publications, ranging from curriculum guides to learning materials in native languages, adult training and apprenticeship materials and a variety of public information items.

Results of a survey on the use of copyright material by educators show that most people are conscious of their obligations under *The Copyright Act* and that the level of infringement of the law is relatively low.

This year's co-acquisition of video materials between the boards and the department resulted in each board receiving $15,000 worth of educational videos, with the maximum investment for any one board being $3,000.

Purchases of selected television programming

this year have included the acquisition of broadcast rights in preparation for going on-air with Television Northern Canada in November, 1991. Faced with limited funding, Education is working cooperatively with the Department of Culture and Communications's television unit on plans for the first year's broadcast schedule.

The first issue of a magazine on current activities in education was distributed in fall of this year. Four issues per year will be mailed to board members, education staff and other organizations with an interest in northern education.

Media and Information Services produced four public service announcements for television on literacy, parental involvement in education and student peer support in English and a variety of aboriginal languages. A directory listing the department's programs and contact phone numbers was published and distributed late in the fall. A constructively planned program of press releases kept the media and public well-informed of events of immediate importance. New methods of communicating information quickly were also developed. A photo contest was run in the schools to encourage students and staff to record educational innovations.

The division cooperated on the production of a broad range of public information items dealing with major activities such as literacy, teacher education, revisions to the Education Act and student financial assistance.

Capital Construction

During the 1990 construction season, schools were finished and occupied in Tuktoyaktuk, Cape Dorset and Hall Beach. Construction started on schools in Rae, Broughton Island, Baker Lake and Paulatuk.

Construction was started on a four-classroom and gymnasium addition for the elementary school in Arviat, as was a two-classroom log school for Colville Lake. Many minor capital projects were completed for improvements to playgrounds, access for the handicapped, science classroom conversions, computer classrooms and upgrades to meet various code deficiencies.

Also in 1990, the Nunatta Campus of Arctic College in Iqaluit occupied a new 26-unit residence for students with dependents. Minor capital improvements were carried out at campuses in Inuvik, Rankin Inlet and Fort Smith. New adult education centres in Rae and Hall Beach were constructed and occupied, and the adult education centre in Repulse Bay was completely renovated.

Education Minister Stephen Kakfwi announces Circumpolar Conference on Literacy, held in Yellowknife in April, 1990.

BOARDS AND REGIONS

Baffin Divisional Board of Education

One representative from each of the 15 community education councils (CECs) in the region make up the Baffin Divisional Board of Education. The board meets three times a year and the board's executive committee meets on at least six occasions.

Board Development

During 1989/90, a number of board policies were approved for implementation. Among them, the communities of Pond Inlet and Igloolik were given the board's support regarding their applications for grade extensions, so that in the new school year, Grade 12 will be taught in Pond Inlet and Grade 11 in Igloolik. A Special Committee on Inuit Education was created, whose mandate is to discuss the role of Inuktitut as it applies to the board at the community education council, school and administrative levels. A final report is expected early in 1991.

Community Education Council Development

During the 1989/90 school year, visits were made to a number of communities which included meetings and workshops with each of the education councils and their staff members. The workshops centered around organizational structures and the roles and responsibilities of the different levels in education, and included sections of the board policies and procedures.

At least one member from each community education council attended the Sivumut Conference held in February, 1990. The board looks forward to having CEC members take these opportunities to attend important conferences in the future.

Facilities and Capital Planning

A new school in Hall Beach has been delayed by at least half a year, due to foundation problems. Two new schools opened: one in Pangnirtung (Akoolisi) and one in Iqaluit (Ucarmiit). A new school is just being completed in Cape Dorset (Sam Pudlat), while another is just being started in Broughton Island (Piqaluyuk). These projects have combined costs of well over $10 million.

There are also smaller projects which cost between $5,000 and $50,000 that are done on a yearly basis in the region. These minor capital projects range from stage renovations at the Gordon Robertson Education Centre (GREC) in Iqaluit to shop renovations in Igloolik.

Professional Development and Staff Training

A Sivumut Conference held in Iqaluit involved more than 150 Inuit educators and was run entirely in Inuktitut. This conference was the first of its kind and it gave Inuit staff the confidence and recognition necessary to continue with the board's goal of providing opportunities for Inuit children to be educated in their mother tongue.

The region's teachers were allocated approximately $119,000 for professional development. This money is guaranteed by contract, and allows Baffin teachers to identify and attend workshops in areas of interest and need, and to better their instructional skills and knowledge of innovative teaching methods. This year, teachers went to workshops on whole language, reading, physical education, computers, music, writing, art, social studies and science. The locations varied from Nanisivik to Yellowknife to Winnipeg, with the majority of teachers choosing northern sites and themes.

This year was also historic in that the board implemented training on the Pinasiqtavut program. Every staff member received in-service training on the program.

This past year also included an in-service for principals and program support teachers describing and demonstrating how to integrate special needs students and better meet the needs of all children in our schools.

Special Needs

This past year, the Baffin Divisional Board had allocated more than $1.1 million to special needs. This budget, when applied to the number of students clearly identified as requiring extra assistance, put the board in a situation where an additional $250,000 was needed. This money had to be found from interest dollars and by cutting corners in other program and administrative areas. The result was still not meeting all identified needs, but it showed a commitment on the part of the board to deliver community-based services to all students. The board employed 12.5 program support teachers, two regional special needs consultants, and 21 special needs assistants.

The needs in this area continue to grow, and the board is operating in the 1990/91 school year with a budget of more than $1.4 million for special needs.

Teaching and Learning Centre

Now in its third year of operation, the Baffin Teaching and Learning Centre (TLC) supports Inuktitut in Baffin schools in two ways: book production and program development.

The 1989/90 school year saw the implementation of Pinasiqtavut. As an integrated program from Kindergarten to Grade 9, Pinasiqtavut draws all subject areas into major themes which reflect an Inuit cultural base and address the content required to be a citizen of Canada and the world. It is an approach to teaching which stresses the importance of involving children in their own learn-

ing so that they develop the skills to think creatively, cooperate with peers, and speak, read and write effectively in both Inuktitut and English. Four learning kits were completed to provide educators with concrete examples for themes at the primary, intermediate and junior high levels.

Forty-two books were completed at the TLC this year. A series of big books proved to be very popular and a series of tiny books was completed and distributed to all Baffin homes with students at the end of the school year. Production has also been completed on nineteen books to be delivered to classrooms during the next school year.

The Teaching and Learning Centre also provided program support to educators teaching in Inuktitut. This involved visits to schools as well as advice offered over the telephone and by facsimile machine. The TLC staff played a central role in the organization of Sivumut.

Programs — Kindergarten to Grade 6

The Baffin Divisional Board is increasing the use of Inuktitut in all aspects of school programming, where possible. The board encourages the teaching staff to provide culturally relevant learning experiences within the school and community environments. At the present time, there are 32 Inuit teachers working for the Baffin Divisional Board. The board recognizes that bilingualism is a two-way goal, and is therefore encouraging southern staff to develop their Inuktitut proficiency. Six teachers took an intensive Inuktitut course this year.

The board is also providing French as a first and second language instruction in four of its schools.

Alternative and Junior High Programs

The Community Occupational Program is offered in Cape Dorset, Clyde River, the GREC and Igloolik. The program will be added to Arctic Bay and Pangnirtung next year. The Terry Fox Program, developed by a BCRE teacher at GREC, stresses the concepts of citizenship for students from 13 to 15 years of age, and has been modularized into Pinasuaqtavut kits which can be used by Junior High students in all schools. A program consultant works with both these areas and travels to the various schools offering the programs. Next year, an additional responsibility of the consultant will be the encouragement and development of music, drama, and other facets of art. The board believes these areas are ones that have great potential in terms of cultural relevance and increasing student self-esteem.

Baffin Island Writers' Project

In 1988/89, the Baffin Island Writers' Project saw a great deal of success in its alliance of school, community, desktop publishing and visits by professional writers in addressing its aim of fostering the growth of an Inuit voice in the Canadian writing community.

From an organizational point of view, the project has changed in four important ways. First, the Inuit advisory board has become a board of directors. This will allow for greater Inuit control into the project's development. Second, Alooktook Ipellie, an Inuit writer and illustrator, has been hired as project coordinator. Third, to increase the involvement of the community outside of the schools in the Writers' Project, the community coordinators' positions became funded. As well as coordinating the logistics of writers' visits, community coordinators are now expected to begin establishing and facilitating writers' groups among community members who may not be associated with schools. Finally, as the largest community on Baffin Island, Iqaluit was made an equal participant in the project.

Science class in a Baffin School.

Visits by professional writers continue to be an integral part of the project. Building on last year's decision to involve Native Indian and Inuit writers wherever possible, Minnie Aodla Freeman (author of *Life Among the Qallunaat*), June Degnan (Alaskan Yupik writer and journalist), and Alooktook Ipellie (author and illustrator most known for his contributions to *Paper Stays Put*) and Alice French (author of *My Name is Masak*) visited Writers' Project centres in November, 1989.

The desktop publishing capacity given to the project with the hardware loaned by Apple Canada Education has continued to have an impact. The majority of the donation went to Ataguttaaluk School in Igloolik and Takijualuk School in Pond Inlet and has been well used.

Baffin Island Distance Education Pilot Project

After a trial introduction last spring, the Baffin Island Distance Education Pilot Project got fully underway in September, 1989. Modelled after a successful system for distance education in southern Alberta, the pilot project makes use of a combination of fax, phone, electronic messaging and print materials to deliver a total of 14 courses to 60 students in seven locations around Baffin Island. Data for a thorough assessment is currently being gathered and preliminary indications are positive in terms of student and teacher attitudes and student retention as compared with a residential system.

Beaufort-Delta Divisional Board of Education

The Beaufort-Delta Divisional Board of Education has completed its first full year of operations. The board is responsible for educational programs in Tuktoyaktuk, Aklavik, Sachs Harbour, Paulatuk, Fort McPherson and Arctic Red River. A three-year plan was developed that identified a number of initiatives to be pursued in the areas of school operations, programs, board and community education council development, and board office operations. The board has now begun the first year of this plan, and significant steps have been taken in the implementation of the new English Language Arts and Northern Studies 15 programs. In addition to these, the board has been coordinating the provision of aboriginal language services through the Inuvialuktun Language Centre in Inuvik and the Gwich'in Language Centre in Fort McPherson.

Samuel Hearne Secondary School in Inuvik has continued to function as a Department of Education facility serving the Inuvik Region, as well as the Beaufort-Delta and Sahtu boards. The school continued to develop its delivery of programs, and has also been working closely with Grollier Hall Student Residence, as well as both boards and the Inuvik Region, to ease the transition from community schools to high school for its students.

The Inuvik Education Society has responsibility for students within Inuvik itself. The society has been working with the Department of Education to provide programs and services to students within its jurisdiction. The society took the initiative in providing cultural inclusion programs, a lunch program, and other related areas of student support.

Dehcho Divisional Board of Education

The single most significant event of the year in the region was the establishment of the Dehcho Divisional Board of Education. The new division is responsible for school programs in Jean Marie River, Trout Lake, Kakisa Lake, Nahanni Butte, Wrigley, Fort Liard, Fort Providence and Fort Simpson. The schools in these communities range in size from seven students at the outpost of Kakisa Lake, to 236 in Fort Simpson, which is the only school with a Grade 10 and a Community Occupations Program.

In its mission statement, the board has established four major goals:

- to provide a child-centered learning environment;
- to allow for local control of education through the continued development of community education councils and the divisional board;
- to use effective teaching practices in the delivery of the prescribed curricula;
- to involve parents and integrate the school, community and family in the education of the students.

The board has already taken significant steps to implement these goals by increasing the funding for special needs students, exploring ways in which to extend high school programs in the region and supporting staff training and development for classroom assistants and teachers.

Schools

In addition to the regular programs offered in the schools, students had a variety of opportunities to complement their program of studies. Echo Dene School in Fort Liard had an Artist in the Schools program, which helped students develop artistic skills in sketching, using different media and techniques. The pupils also learned how to make birch bark baskets, for which the community is famous. In Wrigley, the students at Chief Julian Yendo School started a similar project in 1990/91. In the fall, they were in the process of preparing for winter by making snow shoes and a traditional rabbit skin blanket. They were also learning how to use caribou hides to build replicas of traditional boats.

Senior students at Thomas Simpson School in Fort Simpson who were involved in the drama club, took their show on the road to visit other schools in the N.W.T. and British Columbia. The senior students from Chief Julian Yendo School in Nahanni Butte had the opportunity to visit Fort

Simpson and Yellowknife, while the class from Charles Tetcho School in Trout Lake made a visit to Calgary. Both of these trips were supported financially by the Student Exchange Fund offered through the Department of Education. Other students from Elizabeth Ward School in Fort Providence and Fort Simpson each went on their annual spring camps.

Sports events also play a large role in rounding out the students' education. Several schools in the Dehcho sent competitors to the track meet in Fort Smith. The school in Fort Simpson fielded basketball teams and by the end of the season had won two western territorial championships.

The Home Boarding Program continues to provide accommodation for 28 students in half of the communities in the Dehcho. Students are accepted into the program if their parents pursue a traditional way of life in the bush, where no school is available, and also for those students for whom there is no program of studies in their home community, such as Grade 10 or the Community Occupational Program.

Centre for Teaching and Learning

The continued promotion of cultural and language programs in the schools remains a priority for the centre. More materials, books, kits and visual aids have been produced to support programs, and a great deal of work has been done towards the development of the new Northern Studies program to be offered in Grade 10.

Centre staff have been working with the language instructors in the schools as programs are developed and expanded. Two workshops for Slavey language instructors were offered this past year. These included a Slavey writers' workshop and sessions to share ideas for enhancing language instruction in the schools. At the community level, literacy courses were also offered to those who were interested from the general public.

Staff Development

The board continues to offer opportunities for all program delivery staff. Two University of Victoria credit courses were offered, with almost 60 educators enrolled in one of them. There was also a regional teachers conference held in Fort Simpson which supported the whole language emphasis in the region and used many of the board staff, as well as program staff from the department, to facilitate and deliver workshops.

Teachers in the region had the opportunity to participate in teacher exchanges with colleagues in the district. Teachers from Fort Simpson, Nahanni Butte, Jean Marie River and Trout Lake took advantage of the program during the past year. Staff in the board office have also spent time in the schools teaching. This gave teachers time to visit other schools and helped keep staff from the board office in tune with actual school programs.

On an individual basis, a number of staff had the privilege of attending various conferences and workshops at which they were both participants and facilitators.

Two school-community counsellors have begun the training program offered through Arctic College. Once the training has been completed they will take up duties in Fort Liard and Fort Simpson, and will complement the program already underway in Fort Providence.

Goals

The board will continue to make community education council and board development a priority over the coming year. There is also a commitment to have more parental contact and involvement in all aspects of the school program. Finally, there will be a renewed effort to have all of the schools in the Dehcho reflect the cultural heritage and influence that has made this region unique in the Northwest Territories.

Dogrib Divisional Board of Education

The Dogrib Divisional Board of Education saw its first full year of operation in 1990. The new board was able to deal effectively with a variety of local issues presented by the communities of Detah, Lac La Martre, Rae-Edzo, Rae Lakes and Snare Lake, consolidate its operations and embark on some new program initiatives. In 1989 the board approved and implemented a policy-making mechanism and began significant policy development. The development of policy at the board level was paralleled by similar development at the local level by several Local Education Authorities and schools.

In January of 1990, the board officially approved a strategic planning model that involves the school staff and trustees cooperatively planning educational goals at the local and divisional levels. The board also approved a supervision model to involve all board staff in a process of school improvement by providing feedback about their performance, and professional support for improving teaching practices. Staff development was an important board strategy for improving instruction in the classroom. All teachers from the area schools participated in a teacher's conference in Detah, while selected teachers took part in: Whole Language credit courses offered by the University of Victoria and the Department of Education in Fort Simpson; a multigrade workshop in Yellow-

knife, and a variety of southern offerings dealing with native education, language, culture and counselling in the elementary school. In 1990, program staff took over classrooms to allow regular teachers time for visits to other schools, so they could watch and learn from other talented teachers in the N.W.T.

Louie Norwegian School in Jean Marie River.

School Operations

The board was committed in 1990 to bringing resources to equitable levels in the area schools. Historically, there had been a great variance of resources between schools -- depending on staff turnover, many resources required to teach in certain program areas were either missing or incomplete. Standard programs in mathematics and communications were adopted across the board, and the required program materials were purchased. This allowed for the freeing of significant local resources to be used on developing school library collections.

Principals met twice during the year to begin work on standard operations and procedures that will help develop a common identity within the board. A standard cumulative file and reports to parents were adopted for area schools and implemented in June of 1990.

The Department of Education provided a significant increase in special needs funding to the Dogrib Divisional Board that will make itself felt in the schools in 1990/91. Added resources include a special needs consultant for the board and doubling of the numbers of special needs assistants (SNAs) which will allow the area schools to fully integrate their special needs students into the regular classrooms. Work was completed in 1990 on the board's special needs policy and procedures, and SNA training plans.

Finally, planning began in earnest for the construction of two schools in the area, one in Rae Lakes and one in Rae. The new Elizabeth Mackenzie Elementary School in Rae is expected to open in September, 1991, and will be the first school in that community in 20 years.

School Programs

In 1990 the Dogrib Divisional Board continued to support a variety of programs and initiatives for its schools. The board worked cooperatively with the Science Institute of the N.W.T. and the Department of Education to hold two science camps in Rae. This has been an exciting bicultural project where young people from Yellowknife and the Dogrib communities mix together to learn traditional and contemporary science from scientists and Dogrib elders. A Dene winter camp was held for a week in March. In June, the second annual summer fish camp was held. This year participation from the Dogrib communities was expanded to Lac La Martre and Rae Lakes, as well as Rae.

In response to requests by parents for assistance in preparing their children for school, a group of teachers from the Dogrib Divisional Board of Education, with assistance from the Student Support Services Division of the Department of Education and the Native Communications Society, developed a pre-school parenting kit that will become the focus of workshop efforts by Dogrib educators in the communities to reach parents with relevant, useful information about preparing their children for school.

With the financial assistance of the Canada Employment and Immigration Commission Work Orientation Workshop Program, the Dogrib Divisional Board of Education piloted a Dropout Recovery Program in Chief Jimmy Bruneau School. The program will continue through 1991 with an emphasis on life skills, counselling, a computer-assisted instruction in basic skills component, entrepreneurial work experience and community service.

In Lac La Martre, the divisional board supported local initiatives to develop a school trapping program in which young trappers are taught to use the Conibear Trap. The Local Education Authority constructed a log cabin as part of this program to facilitate the activities in the bush.

Finally in 1990/91, the divisional board will pilot with the Department of Education and Arctic College an innovative new community-based teacher education program in Rae-Edzo. The program is an attempt to address the challenge of training teachers to use their inherent cultural and linguistic strengths in school programs, while

allowing them to remain at home with their families, earn a living and serve their community. Named after Chief Jimmy Bruneau, the Kw'atindee Bino Community Teacher Education Program will develop teacher skills in three major content areas, including culture and learning, community and school partnerships, and curriculum and children. Interns will learn the course concepts, background knowledge and teaching methodologies through their guided cooperative application to the delivery of the N.W.T. school program.

Keewatin Divisional Board of Education

Last year the Keewatin Divisional Board of Education (KDBE) was headed by Chairperson John Tinashlu, who has held the position since the board was created, and seven members from the communities: Norman Attungula, Vice Chairperson, Baker Lake; Jose Kusugak, Rankin Inlet; Anthym Kadjuk, Chesterfield Inlet; Mary Mattoo, Coral Harbour; Lucy Adjuk, Whale Cove; and Tommy Owlijoot, Arviat.

The board showed strength and maturity by maintaining stability and continuity of programming, despite significant staff changes in the board office. Considerable tribute was paid to former director, Metro Solomon, who left the board after having been with it since its inception. The greatest tribute was that the division has functioned well, despite his leaving and the turnover of the supervisor of schools, the community education council development officer, the board coordinator, three teacher consultants and many of the board office and clerical staff.

An external board review further validated the integrity of the KDBE's operations. Board members and external informants showed a high degree of confidence in the operations and the overall perception that the KDBE is the primary controller of education policy in the Keewatin. The confidence and sense of ownership that Keewatin people show in their school system indicates that the board motto "Working Together for Our Children," is a reality, as well as a slogan. Board identity has been further enhanced by the adoption of an emblematic shield, created by Mark Kalluak of Arviat. The symbol is used on all school buildings, letterhead, and on lapel pins proudly worn by Keewatin residents.

The board maintains a practice of cycling its general meetings throughout Keewatin communities, and meetings were held in Repulse Bay, Coral Harbour and Baker Lake. Major policy controversy has hinged on the use of a regional high school and residences, as opposed to extending grades in community schools. The board has created a high school subcommittee to resolve these problems.

Program

In 1989 the division entered its second full cycle of school reviews, and completed program audits in Arviat and Whale Cove. This process, like staff evaluation, has become an accepted feature of school operations.

Most schools held science fairs, and sent representatives to the regional science fair in Rankin Inlet. In turn, four students were sent to a national science fair, where a project on Inuit throat singing produced by Arviat students (integrating science and the arts) received a special award. The success of these demonstrations has led the board to declare that a regional science fair in Rankin Inlet will be an annual event.

Bilingual education and cultural-based instruction continues to be a major emphasis within the division. Board policy is to have primary instruction in Inuktitut. Differences in culture and dialect are significant (but not insurmountable) barriers. Local communities are encouraged to develop or amend much of their instructional materials. The Teaching and Learning Centre (TLC) and the Media Resource Centre are set up to facilitate development at a community level and to supplement production techniques when local resources are inadequate, although increasingly desktop publishing enables communities to produce materials with improved production values.

The resource centre continues to produce and distribute materials which can be used in all schools. It works hand-in-hand with the TLC staff who carry out in-servicing for community school staff, act as facilitators for community-based instructional program development and organize regional workshops. The TLC held a workshop for elders, classroom assistants and local program instructors in 1990 that resulted in a wide range of recommendations that were adopted as policy by the KDBE.

These policies are intended to enhance cultural instruction by developing curriculum that is integrated with the existing school program, increase the instructional skills of local program instructors, provide guidance for pay levels for instructors, and reinforce the process of local development supplemented by regional resources. All schools have now appointed an Inuktitut program coordinator who will be the leader in bilingual and cultural-based instruction at the local level.

The year also saw the completion of two sets of charts depicting sealskin and caribou traditional clothing, as well as Inuktitut syllabic charts. The quality of those materials has created a demand for the materials throughout the North and even from southern schools.

Professional Development

Keewatin schools follow a practice of holding a regional workshop every two years and carrying out local professional development in alternate years. Local committees planned their own activities in 1989/90 and their plans were reviewed and approved by a Regional Professional Development Committee. A funding formula allocated funds to individual schools on the basis of a base grant and staff size. The overall success of this process was recognized by the signing of a formal protocol between the N.W.T. Teachers Association and the board director, which ratified and committed all parties to the process being maintained.

Fortunately, school staff turnover was lower than board office staff. All Keewatin principals remained in their positions at the end of the 1989/90 school year, and staff turnover was about 20 per cent. A milestone was reached when the first Inuk was appointed as a high school teacher in the region. Nevertheless, the training of Inuit staff in the region is not sufficient to meet demands and alternatives for teacher training continue to be explored. The board recognizes that its goals for cultural-based instruction and bilingual education must be integrated with its development strategy for training Inuit professional and paraprofessional staff.

Kitikmeot Board of Education

1990 brought significant changes to the makeup of the Kitikmeot Board of Education (KBE). During the first two years of operation membership was quite stable; however, the December, 1989, elections changed that, with three new members joining the seven-member organization. The new members quickly learned their roles and contributed a fresh perspective to the board.

Member of the Kitikmeot Board of Education are: Dan Harvey, Chairperson; Sam Inaksajak, Member, Pelly Bay; Johnny Tucktoo, Member, Spence Bay; Martha Dwyer, Member, Gjoa Haven; Michael Kaiogana, Member, Cambridge Bay, Simon Kuliktana, Member, Coppermine; Alan Sim, Vice-Chairperson, Holman.

For the 1990/91 fiscal year, the Kitikmeot Board of Education has a total operating budget of $9.2 million, of which $5.8 million is for salaries, $1.6 million is for program support and $1.8 million is service department funding. This operating budget is used to deliver K-9 programs to 1,000 students in seven schools, and to run the board office in Coppermine. The KBE has a total of 123 staff members to carry out its program and service responsibilities.

During the KBE's general session in May, the board formalized its by-laws and revised its goals and objectives. During this process, the KBE reasserted one of its primary goals – to increase the involvement of parents in the schools – since the board firmly believes that the best education requires the involvement of the children's parents. Most of the school and education council strategies in this area strive to make parents and the public more welcome and more comfortable in the schools and include: increasing the visibility and use of native languages in the schools; integrating more elements of Inuit culture into the regular curriculum; having all teachers set up special occasions when the students and their parents get together in the child's classroom, and having the schools celebrate student successes in as many ways as possible. There are now more parents dropping into schools to see how their children are doing in the classroom, and there has been a tremendous increase in the number of parents and grandparents involved in the delivery of school programs.

Besides offering kindergarten to Grade 9 programs and the Community Occupation Program (in two communities), the KBE is involved in supporting a wide variety of undertakings designed to improve and enhance the educational offerings available to Kitikmeot students.

A training session for community education council (CEC) secretaries was held in February, with a follow-up session in June and July for some. The board supports ongoing training for CEC secretaries through the Arctic College's Community Administration Certificate Program.

As of September, there were approximately 90 Kitikmeot students enrolled in Sir John Franklin High School in Yellowknife, more than ever before. For the past several years the board has been increasingly active in supporting students sent to Yellowknife through a High School Support Program. This support primarily involves maintaining close contact with the high school principal, the residence administrator, the region's Board of Secondary Education member and the Akaitcho Hall Management Board members. It also involves considerable direct contact with the students from a number of sources. These endeavours have worked reasonably well and, as a result, fewer students drop out and return home.

The board has committed itself to continue the Regional Junior High Program in Cambridge Bay for another year. There were 11 students enrolled in this program in August, 1990, (nine from outside Cambridge Bay) and the board hopes to retain these students for the year. This program is designed for over-aged students (16 to 18 years old) who have the potential to enter and complete

regular high school programs, but who are highly likely to drop out of school if they remain in their home communities.

The board continues to be involved in providing orientation for students and new teachers. The second junior high orientation was offered in Yellowknife in May, which involved all Kitikmeot students who planned to enter high school in September. Approximately 30 students participated. A three-day orientation for teachers new to the region was held in August. These orientations have been successful in helping new teachers adjust more quickly to an unfamiliar working environment. This year, teacher orientation was smaller than usual, due to low teacher turnover at the end of the 1989/90 school years. For 1990/91, there are only seven teachers new to the Kitikmeot, about 12 per cent of the teaching staff.

Science fairs were held for the first time in all Kitikmeot communities in 1990. The culmination of these fairs was the regional science fair held in Cambridge Bay on May 23, with students participating from every Kitikmeot community. Because these fairs have been successful at stimulating an interest in science, the KBE has committed funding to hold a regional science fair once again in the 1990/91 school year.

The Regional Language Committee has now evolved into an Integrated Support Team focussing not just on language issues, but on the enhancement of other programs. Their work has been very successful and has had a positive impact on every classroom in the division. This past spring, the Regional Native Language Committee was formed and held its first meeting in Coppermine. This new committee was established to provide guidance and direction for Teaching and Learning Centre consultants and native language teachers in the continuing development of Inuktitut and Inuinnaqtut programs in the schools and the delivery of these programs in classrooms. Some native language books (using local children's art and stories) have just been published, and approximately 20 more will be published during the 1990/91 school year. Much of this work will be done out of the board's Coppermine offices, as the KBE has committed itself to a major capital investment in support of native language publishing needs. Both these committees work closely together and are composed of representatives from across the division.

On an interagency level, a proposal has been put forward which, if approved, will establish a Preschool Intervention Program in all communities in the division. If the funding is forthcoming, work is expected to begin after Christmas, 1990. The project itself targets young children who are designated "at risk" and is designed to help them succeed when they enter school. The program is home-based, which means that it will involve working with parents, and setting up support groups for affected parents.

The KBE is in the process of establishing a Scholarship/Awards Committee involving the board and the Kitikmeot Inuit Association (KIA). The KIA is keenly interested in the economic development of the region and sees education as key to that development. The program may involve not only individual awards, but may also be used to sponsor worthy projects such as the Regional Science Fair and native language/culture programs.

In an attempt to increase the number of native teachers in the Kitikmeot, a major redefinition of the roles and responsibilities of classroom assistants, now called teacher trainees, has been undertaken. Job descriptions have been revamped to reflect both the entry expectations and the training responsibilities. At the moment, the KBE is in the process of developing individual training plans for all teacher trainees. The KBE also continues to strive to get all its teacher trainees together at least once each year for professional development.

At the moment, the Kitikmeot Region does not have a high school; however, the board is in the process of developing a long-term strategy for secondary schooling. It is expected that the KBE will support the delivery of community high school programs geared to meet the needs of a greater number of high school-aged students. If approved, the program will be phased in over the next five to 10 years, beginning with Cambridge Bay in 1991/92.

Sahtu Divisional Board of Education

The Sahtu Divisional Board of Education began its second year of operation in April of this year, and moved into its new facilities in Norman Wells. A program was undertaken to collect and recognize the work of local students and community artists from Fort Franklin, Fort Norman, Fort Good Hope, Colville Lake and Norman Wells. Work from these local artists will be highlighted at the new board office.

The board is still involved in community discussions regarding the permanent location of the board offices, and a recommendation will be presented in the spring of 1991.

A new school is under construction in Colville Lake, with the opening expected in early 1991. The board is presently using the community hall as a school facility. The new school will be of log con-

struction to complement the other settlement buildings.

A multi-media curriculum resource centre was established in Norman Wells to serve all Sahtu schools and communities. The centre will provide print and audio/visual resource materials in a variety of subjects to all schools. The centre staff will also help produce and distribute program units developed by teaching staff in Sahtu community schools.

Major curriculum initiatives were begun in special needs and Native language programming. A draft special needs procedures and implementation model was passed by the board and will be reviewed in 1991. The model outlines identification procedures and program implementation and reviews procedures, with an emphasis on parent involvement. Workshops were held with all school staff.

A native language conference was held in Norman Wells in September, with participants including native language instructors, classroom assistants, school principals, trustees and staff from the Teaching and Learning Centre in Fort Franklin. Community literacy profiles were presented and processes for community dialogue were discussed. Discussions also centered around future program directions for native language programming in Sahtu schools.

A one-week workshop for Slavey language instructors was held in October, followed by the implementation of an ongoing professional development program for all native language instructors.

A three-person resource team was formed to assist teachers with the complexities and demands of multi-grade classrooms. The resource team attended department-sponsored workshops in Yellowknife and has been working in schools directly with teachers.

Sahtu communities are served by secondary school facilities in Yellowknife and Inuvik. The absence of any secondary schools in the Sahtu has been a major factor in the lack of success experienced by many of our students after they leave Grade 9 and our local schools. This is a major concern in all Sahtu communities. The board and communities are exploring a variety of local secondary school options for students and hope to begin some initiatives in 1991.

Four new principals began their duties in 1990. Community education councils and band councils were actively involved in staff recruitment. A more effective reception and welcoming process was put into place for staff new to the Sahtu.

All school staff attended the second annual in-service conference in October in Norman Wells. Language curriculum, teaching in multi-grade classrooms, and N.W.T. Teachers Association matters were all part of the program offered. The board hosted a banquet for trustees, mayors, chiefs, Metis local presidents and all school staff members.

The board continued to hold meetings in each community throughout the year. Policy development will continue to be a priority during 1990/91. The board also agreed to participate in a departmental review of board operations.

1990 was an active year for the board and its staff as it began its second year of operation. The 1990/91 school year began with a great deal of optimism and commitment on the part of all school and board personnel. The dedication to community representation and the improvement of educational opportunity and success for students in Sahtu communities will lead the board into the new year.

South Slave Region

The South Slave region reached a number of goals during the 1989/90 school year.

Information meetings with Local Education Authorities (LEAs), the principals' group and communities were held throughout the year. Each LEA developed a plan that could result in a petitioning of the Minister of Education for a divisional board in the South Slave.

The principals'/superintendent group met eight times this past year. The following was accomplished:

- School goals were set for 1989/90.
- An example of a well-thought-out school improvement plan that has been implemented at Arviat was presented.
- School improvement plans were completed by January, 1990.
- A workshop on the development of a teacher appraisal policy, regional expectations of teachers and principal evaluations was held. Some work on instructional conferencing was begun.
- In January, a workshop on instructional conferencing, classroom data gathering, and entry plans for implementing the teachers appraisal policy was held.
- Research on student evaluation, promotion and retention was presented to the group throughout the year.
- A workshop for principals on supervising/conferencing with language arts teachers was held.
- A complaints policy outlining the role of the principal, the superintendent and the LEAs was developed.
- In June, Dr. J.A. Riffel of the University of Manitoba led a workshop on the development of school improvement plans for the 1990/91

school year.

A support group for special needs teachers was established. Monthly meetings gave the special needs consultants input on the use of resources. A number of workshops pertinent to their needs were also held.

A basic music program was established in every school in the region. The Snowdrift Drummers, composed of students in the school, performed in their own community and at the Arctic Winter Games in March.

A consensus was developed for secondary education in Fort Resolution and Snowdrift.

A teacher appraisal policy, intensive assistance program, and principal appraisal policy were finalized for the South Slave Region. These policies received considerable input from LEAs, principals, individual teachers and the N.W.T. Teachers Association.

A proposal for a Leadership Residence in Fort Smith was developed and approved.

A Fort Resolution residence for students from Grades 8 to 12 was organized for the 1990/91 school year. The residence will be located in Hay River.

The LEA, band council and school staff in Snowdrift worked towards a consensus regarding cultural inclusion possibilities in their school. A request for an outpost teacher for three families was received and approved.

A support group for Native Language teachers in the region was established. A program that supported the teaching of the Chipewyan language was developed and implemented.

The review of P.W. Kaeser High School in Fort Smith was completed and is being used as a basis for improvement plans for that school.

The relationship between the LEAs, principals and the superintendent became clearer. The handling of concerns by parents has been more clearly stated as a process.

A beginning framework for parental involvement in education and parent support groups was established through Friendship Centres in Hay River and Fort Smith.

Through the Regional Director, the Leadership Residence gained the full support of other government departments in the proposal to the Department of Education in Yellowknife.

Yellowknife Education District No. 1

The Yellowknife Education District No. 1 Board of Education is in its 52nd year of operation. This seven-member board of elected trustees ensures the provision of the highest quality education for children in kindergarten to Grade 9. Growth – in the number of students, in the number of teaching staff and in the number of facilities – continues to be a challenge for the board.

A new five-classroom addition to N.J. Macpherson Elementary School opened in September, 1990.

L'Ecole Allain St-Cyr, the first school for Francophone children, was officially opened during 1989/90. The French language program has been expanded to Grades K-6 students, effective September, 1990. Student enrollments are expected to continue to increase as this program serves the needs of Yellowknife's Francophone community.

William McDonald Junior High School, J.H. Sissons and Mildred Hall Elementary Schools were upgraded with computer laboratories, automated library systems, retrofits for access by the handicapped, and new carpeting.

Actress Cynthia Dale reads to children during International Literacy Day celebrations.

District No. 1 received "approval in principle" from the Northwest Territories Department of Education in June, 1990, both to build a new senior school and to expand the district's mandate for education to Grade 12, commencing with the introduction of Grade 10 in 1994. Range Lake North

Secondary School is being planned to open in September, 1992, initially as a Grades 8-9 English and a Grades 7-9 French Immersion school. The board released a major facility development plan in 1990 proposing to reconfigure grades in most existing schools, effective September, 1992, and during the transitional period of Range Lake North Secondary School's expansion to Grade 12. Range Lake North Secondary School is projected to accommodate Grades 9-12 by 1996.

District No. 1 schools are a focus for personal growth and development; they are places of community attachment, pride and spirit. They comprise spaces for professionals who must be creative, innovative and flexible. They are places where Yellowknife youth are challenged to adjust to an increasingly complex world. District No. 1 continues to make progress towards fulfilling its motto, "Educating for Life."

Yellowknife Separate Education District No. 2

The Catholic Board of Education is dedicated to serving the educational needs and aspirations of Catholic parents and children in Yellowknife. Catholic schools endeavour to fully develop the spiritual, intellectual, physical, social and emotional capabilities of each child. To achieve these aims requires the cooperation and interaction of all who have responsibilities for Catholic education – the family, school, church and community.

Religious Education

The focus in religious education during 1989/90 was on continued implementation of the Sadlier God With Us program which has been in the system from kindergarten to Grade 9 for two years. A more comprehensive sacramental preparation program has been developed over the past year for the sacraments of Reconciliation and Holy Communion. At the senior high school level our system is following the Alberta Catholic School Trustees Association religious studies program. These courses – Religious Studies 15, 25, and 35 – are being offered as three-credit courses at St. Patrick High School.

Catholic Family Life Health Education

The Catholic Family Life Health Education Program has been developed and written locally and has been approved by the Department of Education for the Catholic school system. The program is based on the belief that physical and intellectual growth must necessarily be coupled with spiritual, social, and emotional growth.

During, the past two years the new Grade 7-8 programs have been completed and implemented in the schools with appropriate teacher in-service. The new Grade 9 program received board approval and was put in place in February, 1990.

Computer Education Program

The development of a fully functioning computer laboratory at St. Joseph School made up of 18 Apple //GS computers and two ImageWriter printers was completed. Now both St. Patrick Elementary and St. Joseph Schools have laboratories. Two Macintosh Plus machines and one Macintosh SE were acquired for the offices of the system coordinators, where they are being used for program development work. We are also moving towards the goal of a computer in each classroom with the addition of more //GS machines in classrooms at St. Joseph School. Two Macintosh Plus machines will be added to the junior high at St. Joseph next year as well, with possibly one or two Macintosh Plus computers going to St. Patrick Elementary.

Distance Education

A pilot distance education project was undertaken at St. Patrick High School in close cooperation with the Department of Education. A calculus course under the title Math 35 was offered to Grade 12 students in Yellowknife from a delivery site in Manitoba. This course was recognized by Alberta Education as a three-credit calculus course. In St. Patrick High School it made up a part of Math 31, the remaining units being taught in a traditional manner. Six students from St. Patrick High School and two students from Arctic College took part in this project. The Arctic College students did only the Math 35 (calculus), five of the six high school students did the entire Math 31.

The course was a blend of correspondence with technology. Each student had the materials package as in a regular correspondence course. For one hour each week the students were involved in an instructional session with a teacher from Manitoba via telephone. All student assignments were entered onto computer and were sent to the teacher through a communications package called MINET. The turnaround was very rapid, and resulted in a great deal of student success and satisfaction. The school system paid the telephone costs and provided a tutor to assist the students. The department provided the computer software.

French Immersion Program

The Yellowknife Catholic School Board initiated the French Immersion Program in kindergarten eight years ago. Since then a new grade has been added each year. The extension to Grade 9 was approved by the trustees last fall. In September, 1990, the pioneer group of 11 students started Grade 8. More subjects will be taught in French

and will represent approximately 65 per cent of the Grade 8 immersion schedule, an increase 20 per cent, compared with the 1989/90 school year.

Special Services

The Yellowknife Catholic Schools have completed the second year of mainstreaming all students into the regular classroom. The schools are continuing to follow the principles recorded in the Working Document on Education established in 1988.

Coordinator of Instruction

The direction of all instructional programs in the district are in the process of change due to the directives and curricula from the N.W.T. Department of Education. Each program has to be examined in the light of the philosophy, goals, objectives and expected outcome for all students as perceived by the Department of Education. In the past year a process has been established in the district by which each subject of instruction can be revised, adapted or developed through the cooperative efforts of teachers, coordinator and administrators.

The Board of Secondary Education for Sir John Franklin Territorial High School

The Board of Secondary Education is composed of four representatives from Yellowknife Education District No. 1 and three appointed members from the regions. The board is responsible for the operation of the high school and has full control over budget, operations and personnel. Senior administrative services are contracted from Yellowknife Education District No. 1.

Sir John Franklin Territorial High School was temporarily converted into a 500-bed residence for the Arctic Winter Games, held in Yellowknife during the 1990 spring break. Athletes, coaches and officials made Sir John and the nearby student residence, Akaitcho Hall, their home away from home during the games.

Numerous facilities were renovated or upgraded at Sir John Franklin Territorial High School during 1990: the Columbia office and library automation projects; retrofit of the gymnasium; relocation of the computer laboratory; and expansion of the Senior Practical Program.

The Fine Arts Department offered several productions to Yellowknife residents to showcase the creative talents of the senior students: *Pieces of Dreams, Air Band Extravaganza, Threads - An Intense Wave Into the 90s, Grad 90, Commissioning the School Flag*, and *Adopting the School's Mission Statement and Philosophy*.

Sir John Franklin Territorial High School continues to meet the needs of a wide cross-section of high school students. The success of its programs continues to attract more and more students, and it is anticipated that enrollments will exceed 600 full-time students in 1990/91, which will approach the building's official enrollment capacity.

Participants in the Community Teacher Education Program take part in a retreat at Lac la Martre in August, 1990.

ADVANCED EDUCATION

Baffin Region

During 1990, Education's Northern Training and Employment Register (ENTER), became fully operational as a labour market information system. More than 400 people throughout the Baffin registered for employment or training. Many people were successfully placed with employers using information from the regional database. ENTER was used extensively to identify regional training priorities and to set up individual training programs.

Initiatives were undertaken to improve employment for Baffin residents on the North Warning System and the North American Air Defence Modernization project. Advanced Education participated on a steering committee which set directions and standards for the remainder of the project, which will be completed in 1992.

Local Involvement in Construction Committees were developed for all Baffin communities to address the issue of lack of local labour on Government of the Northwest Territories capital projects. These committees were an expansion of the N.W.T. Housing Corporation model. An interdepartmental committee comprised of Advanced Education, Public Works, the Housing Corporation and Municipal and Community Affairs was formed to review alternatives for training and employment on GNWT capital projects and to assist the development of these committees.

Special event in a Sahtu School.

The Employment Enhancement Committee supported the Arts and Crafts industry through the delivery of three training programs in 1990: a successful introductory carving program in Arctic Bay, and introductory Graphic Arts courses in Hall Beach and Pond Inlet.

During 1990, there were 98 registered apprentices throughout the Baffin region, including 12 with the Government of the N.W.T. and 86 with the private sector.

Funding under the Apprenticeship Training Assistance Program enabled the private sector and the Government of the N.W.T. to work together to promote the training and employment of apprentices in six communities. A total of 23 apprentices were placed with 19 employers under this wage subsidy program.

Advanced Education worked closely with the N.W.T. Housing Corporation to ensure training opportunities on the Pangnirtung Demonstration Project. Five carpentry apprentices were placed with the main contractor, Jomanic Can., for the duration of the project. In addition, a site supervisor and three "lead hands" were trained under the Training-on-the-Job Program. Apprentices were also placed with the subcontractors. The success of this project has led to continued training on the 1991 contracts.

Under the Training-on-the-Job Program, wage subsidies were available to employers who wanted to upgrade the skills of their employees through training and work experience. Training was provided in five communities in office management, fish plant operation, tourism, television production, construction, day care and warehousing.

In the In-Service Training Program, 18 employees were training towards positions in management, social services, accounting, purchasing, renewable resources and community health. Two people graduated from the program this year, a purchasing officer and a renewable resources officer.

Eight Baffin communities graduated in November from a 40-week training program. The training consisted of four theory modules at the Nunatta Campus of Arctic College, and three eight-week practicums in the trainees' home communities. All trainees were offered full-time community health representative positions by the Baffin Regional Health Board in their home communities.

Fort Smith Region

In April of this year, responsibility for the adult education centres in the region was transferred to the Thebacha Campus of Arctic College. Fort Smith and Dehcho were the final areas to carry out this transfer. This completes the goal of having all adult education centres in the N.W.T. under the auspices of Arctic College, forging a stronger link between the college system and the communities.

As part of the government's plan to ensure that the makeup of the bureaucracy reflects that of the community at large, a Management Development

Program was established to train northerners for senior management positions within the region. Five trainee positions and one coordinating position were dedicated to this program. Trainees who enter the program are expected to have completed a degree or diploma and several years successful work experience. By the end of this year, it is expected that all trainee positions will be filled. The departments which have accepted trainees are: Economic Development and Tourism, the N.W.T. Housing Corporation, Municipal and Community Affairs, Social Services and Personnel.

An additional component in the Management Development Program was a focus on senior management training generally. To this end, a series of 28 lectures was organized around a variety of issues and information requirements central to good senior management. Topics in this series included: administrative and political aspects of the GNWT, legislative authority of the GNWT, pertinent legislation and policies, human rights and land claims. The final section of the lectures will take a futuristic look at the demands and challenges facing managers.

Interest in Education's Northern Training and Employment Register (ENTER) is increasing, and the department has been working with a number of other departments to ensure the system is used to maximum benefit. All contractors with the Department of Public Works and all construction contractors with the Housing Corporation are contacted with appropriate ENTER referrals as each contract is established.

Additional staff training in preparing specific ENTER reports has proven useful. This year, greater emphasis was placed on making the business community aware of the ENTER system.

Under the In-Service Training Program, the Government of the N.W.T. allocates and monitors training positions for the territorial public service. This year there were 12 in-service trainees in a variety of positions, including community social service workers, adult educators, community health representatives, a project technician, a highway maintenance supervisor and a carpentry instructor. All of these trainees will complete their training and be ready for their indeterminate positions within the next two years.

There were 71 apprentices in 13 trades across the region this year. Of this total, 54 were in the private sector. Fort Smith Region apprentices continued to do well in their studies, with eight apprentices winning achievement awards in their theory training.

Under the Apprenticeship Training Assistance Program, wage subsidies are made available to private sector employers to assist with the training of new apprentices. Fifteen apprentices were assisted through this program in 1990. Five of these will have moved into their final year of training or gained journeyman status by the end of this year.

Funding under the Training-on-the-Job Program provided wage subsidies to a variety of employers. The increased flexibility in the program's guidelines this year has allowed for more comprehensive training, and greater emphasis on funding partnerships has led to some creative training situations. One example of this is a band manager training program jointly funded by the territorial and federal governments, producing a highly comprehensive training plan.

Staff Development has continued to be in high demand. Last year there were more than 370 participants in staff development courses delivered by the Department of Education. That number will probably be surpassed by the end of 1990.

This year the department approved additional space for a Career Development Centre to serve the Fort Smith and Dehcho areas. This centre will provide leadership and direction in the implementation of mini career centres in Hay River and Fort Simpson, and in the delivery of a wide range of career development services for four major target groups: the general public, business and industry, GNWT employees, and other counselling professionals. Staff will develop and deliver a variety of workshops and self-directed information packages to meet the needs of each of the four groups.

In recent years, all major reports and task forces addressing issues of adult education and training have underscored the need for appropriate career and employment counselling for both the high school and adult population to meet the needs of the changing labour market. As the training dollar faces the challenge of inflation and increased educational costs, it is all the more important that clients be able to use labour market information to make sound career development decisions. The Career Development Centre in Fort Smith is designed to meet this important need. It is scheduled to be open in 1991.

Inuvik Region

There are now more than 500 Inuvik Region residents on file with Education's Northern Training and Employment Register (ENTER). With the region's economic slowdown and the lower number of employment opportunities caused by the cutback in activity – particularly with oil and gas exploration in the Beaufort Sea – there has been an increased interest in training. Community employment officers report they have received a large number of enquiries about training, and helped a considerable number of people complete

school applications. This fall, the Fort Good Hope community employment officer assisted 14 residents who have left Fort Good Hope to attend school outside the community.

Forty-nine apprentices are registered with the private sector in the region, and seven are registered with the Government of the N.W.T. Nineteen apprentices received funding through the Apprenticeship Training Assistance Program. Over the past year, nine apprentices achieved journeyman status, while nine more achieved journeyman status through the trade certification route. Ten of these new journeymen received the Interprovincial Red Seal. For a variety of reasons, 31 apprentices cancelled their apprenticeship contracts.

There are six in-service trainees working in various government departments, including Finance, Renewable Resources and Social Services. Part of the year these trainees receive on-the-job training, and the other part of the year they attend school to take courses in their particular field.

Five residents of the region are receiving sponsorship through the Training-on-the-Job Program. These programs are with the Inuvik Dene Band, the Aklavik Band, the Metis Local, the Fisheries Joint Management Committee and Star Tech, a survey company that originated in Fort Good Hope.

Two residents of the region, one from Arctic Red River and one from Inuvik, have been accepted into the Northern Leaders Training Support Program and are now studying in Alberta and British Columbia, respectively.

Keewatin Region

1990 was a year of continued growth and development for Advanced Education in the Keewatin.

A fall tour by Advanced Education staff helped Keewatin communities become better aware of the programs and services that the department offers. Presentations, along with the distribution of a comprehensive information package, were made to hamlets, government liaison officers, junior and senior high school students, private sector employers, and profit and non-profit organizations.

The apprenticeship training on the job program continues to be well-received by government and private sector employers. This program currently has six of 13 contracts active and involves six private sector companies in four Keewatin communities.

The Department of Public Works currently has five apprentices training within the department. There are 37 apprentices with other employers across the region. The trend is now towards more apprentices within the private sector, as opposed to within the government.

In 1990 apprentices successfully completed 29 theory training courses, with two housing maintainer apprentices receiving top marks in their theory training courses. For the upcoming year, 38 registered apprentices have signed up for a total of 45 courses. Nine apprentices in five communities have completed their programs and have received their journeyman certificates.

The carpenter training officer, located in Arviat, has been working since April with carpenter helpers on-site to upgrade their practical skills.

The In-Service Training Program had two community health representative graduates, one adult educator graduate, and five resignations. Currently there are 13 active trainees in various in-service training programs. This program continues to be successful in placing Native people within the public service in the Keewatin.

In the area of employment development, Education's Northern Training and Employment Register (ENTER) system, the Training-on-the-Job Program, and the Social Assistance Recipient Employability Enhancement Program continue to be popular and successful programs and services.

Advanced Education fulfilled its goal of registering more than 300 people during the first year of ENTER. With continued emphasis on this program, Advanced Education plans to have more than 600 registered clients by the end of 1990. The fall staff tour was instrumental in placing many more active clients on the ENTER system.

Construction on the Forward Operating Location in Rankin Inlet continued in 1990. The project will run until 1993. Local residents benefited from the employment opportunities. It is anticipated during the upcoming building seasons, with greater construction activity, that more employment opportunities will be forthcoming. In a co-operative effort, Advanced Education, through the ENTER system, provided labour force information to Canada Employment and Immigration for job placements with the contractor on this project.

The Training-on-the-Job Program has seven trainees with four different employers in the region. This program will be reviewed before the end of the fiscal year to ensure it is more representative of the entire region.

The Social Assistance Recipient Employability Enhancement Program has elicited more than 17 proposals from Keewatin communities. Each community was represented by at least one approved program, and more than 30 persons found meaningful employment and training, with some opportunities for long-term employment. Arctic College received funding to offer a child care course in Baker Lake for 10 people.

A series of short seminars and presentations

were offered to Keewatin residents on such topics as job searching, resume writing, and interview presentation skills, as part of Advanced Education's Career Counselling and Development Centre. These seminars occurred on a regular basis in Rankin Inlet, and throughout the region during community visits. The Career Counselling and Development Centre includes a public area where clients can research a thorough collection of post-secondary institution calendars, view videos of various career possibilities, and receive career counselling from staff members. A Career Awareness Day is scheduled for Rankin Inlet in the spring of 1991.

Staff development courses continue to run successfully in the region. Sixteen courses were offered during the calendar year, which accommodated 149 registered participants.

In the upcoming year, Advanced Education will continue to develop an improved public awareness, while ensuring that all program opportunities are more equitably distributed throughout the region's seven communities.

Kitikmeot Region

Advanced Education's primary goal this year has been to professionalize services to clients, be they individuals or employers. A continuous effort has been made towards encouraging young people to stay in school and to ensure that those who graduate are aware of educational opportunities, as well as employment options.

During the first week of April, Career Days were held in all communities except Holman, due to bad weather. The quality of displays and activities was excellent and all schools indicated that the children benefitted. Advanced Education tried to include the general public, but the turnout in most communities was marginal, probably because the show is perceived as a school event. Advanced Education will try to involve the general public in future shows to a greater extent, since this is usually the only opportunity most community residents have to talk with a variety of potential employers and to discover a wide range of careers. The primary goal of these shows is to illustrate the importance of education on future career options.

Each May, a dinner is held for all Kitikmeot students attending Sir John Franklin Territorial High School in Yellowknife. This social event also provides an opportunity for Advanced Education to have completed job applications on all students interested in summer employment. Virtually all students wanting employment are able to obtain summer jobs.

A total of 543 Kitikmeot residents are currently listed on Education's Northern Training and Employment Register (ENTER). This register is used to match people to jobs or training, and is central to Advanced Education's success in providing quality referrals to employers and registrants.

On average, Advanced Education's referral service made 90 referrals each month, leading to jobs or training.

The job entry class in Cambridge Bay.

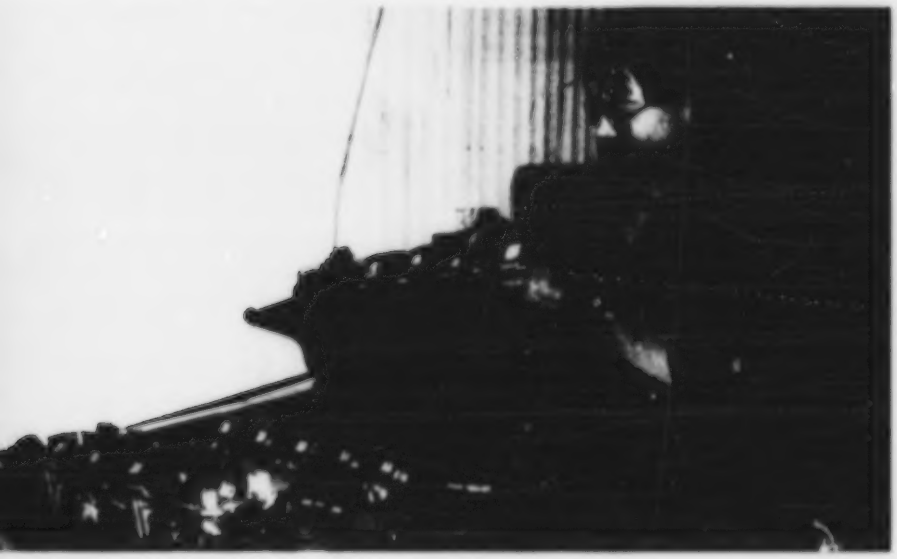
A total of $63,300 from the Training-on-the-Job Program has been committed, resulting in jobs for 19 people. Sixteen employers have accessed this fund to create jobs in industry, service, construction and clerical occupations.

A number of employers have been able to use the Apprenticeship Training Assistance Program to create apprenticeship positions.

The Joint Employment and Training Committee, chaired by Advanced Education, has the responsibility of recommending how training funds provided by the Canada Employment and Immigration Commission are spent throughout the region. The primary goals are to increase education levels and to provide skill training so that people can get jobs on capital projects or other initiatives. Upgrading courses have been very successful in leading people to further skill training, which will, in turn, lead them to more technical training.

As a participant on the Employment Enhancement Committee, charged with reducing people's dependence on social assistance, Advanced Education has worked to obtain agreements with

An apprentice motor vehicle mechanic at work.



Clark-Bowler Construction to provide employment out of Gjoa Haven and Cambridge Bay on the upgrade of the North Warning System. Jobs were also created for Cambridge Bay residents through assistance provided to Echo Bay Mines. A number of job entry programs are being run to help young social assistance recipients enter the work force.

There are presently 18 apprentices in the Kitikmeot region. A pre-apprentice course was held, which helped open up opportunities for some people. Five Kitikmeot residents reached journeyman status in 1990.

Fifty GNWT employees participated in six staff development courses, as well as computer courses.

Training in the Workplace Hazardous Materials Information System was provided through Arctic College.

There are currently seven in-service trainees in various departments, including Health, Social Services, Public Works, and the N.W.T. Housing Corporation. Four trainees completed their programs this past year, all of whom received certification through Arctic College programs. A special presentation was made in July to acknowledge their achievements.

Advanced Education's most significant challenge is to ensure even provision of services to all Kitikmeot communities. This has been partially achieved by consciously distributing services and program support to all communities. By setting goals and networking in the communities, this goal should be achieved within a short time.

ARCTIC COLLEGE

Arctic College delivers post-secondary education throughout the Northwest Territories. Under the direction of a board of governors, the college operates six campuses and more than 30 community learning centres. The college delivers a wide variety of programs and courses throughout the year, ranging from adult basic education to university courses.

The number of registrations has increased over the past four years. This year, more students are choosing longer term one- and two-year programs. There has also been a large increase in the number of part-time students.

In 1989/90 there were 3,458 part-time registrations in credit programs, a 20 per cent increase over last year. There were 947 full-time students, a two per cent increase over last year. There were also 2,920 non-credit part-time registrations.

Over the past year a computerized student records system was developed, providing the college with current and detailed information on enrolment, attendance, academic performance and student demographics.

Following steady growth in the late 1980s, the board of governors decided to develop a five-year strategic plan, starting in 1990, to assess the college's development and guide future growth.

Over the next five years, adult basic education and academic upgrading will be a high priority. The college will also strengthen training partnerships with businesses and other organizations. The flexible admissions policy currently in place will continue and part-time enrolment in career programs will be encouraged. During the plan's implementation, the college will continue to develop non-traditional courses and deliver them using new technologies.

During 1990, the college has moved to strengthen partnerships with the private sector to meet training needs across the NWT. One of these partnerships is between the college and Esso Resources and Shell Canada. In April 1990, Arctic College introduced the Pathfinder Learning System to Aklavik. Adult learners are able to use the computer-based learning system to study subjects such as language arts, mathematics, science, social studies and employment and life skills. The two oil companies pay the cost of leasing the equipment, while the college pays for classroom space and an instructor.

Another example of strengthened partnership is the establishment of a Canada Post bursary to financially support students in the first year of studies in public and business administration.

Arctic College offers campus-based and field-based teacher education programs in the eastern and western Arctic. Seventy full- and part-time students were enrolled in studies during the year.

In September, 1990, a field-based Community Teacher Education Project began in Rae. The project is jointly supported by Arctic College, the Department of Education and the Dogrib Divisional Board of Education.

After receiving a $400,000 grant from the Canada-Northwest Territories Economic Development Agreement, Arctic College developed and delivered 20 arts and crafts training courses to more than 200 students in areas such as basket-making, stone carving, lithography, jewelry-making and others.

As part of the N.W.T. Literacy Strategy, Arctic College delivers literacy programs focusing on building community awareness, developing locally trained tutors, and using traditional learning materials.

Arctic College offers training to directors and board members of organizations involved in entrepreneurial activities and individuals interested in starting or expanding their own businesses.

In September a new Mill Operator Training Program was offered to train students for employment in the mining industry. As well, five courses in law enforcement were developed as a result of requests from territorial and federal government departments. College staff worked closely with Northwestel to develop a one-year Communication Electrician-Construction Craft Training program for employment in the telecommunications industry. Yellowknife Campus, in conjunction with the Dene-Metis Coordinating Training

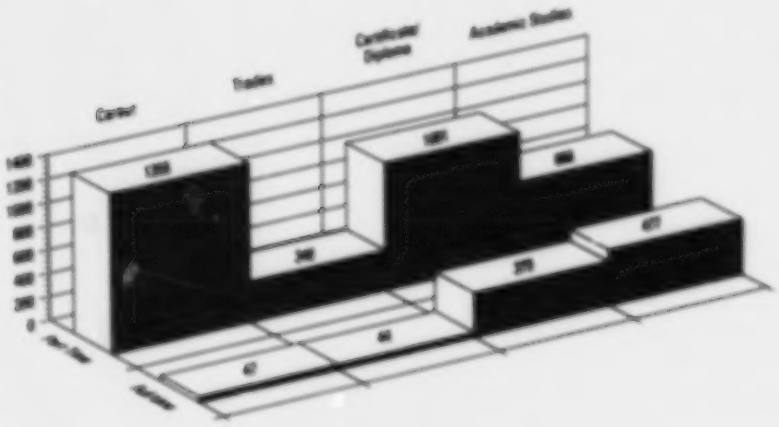
Education Minister Stephen Kakfwi (right) meets with student council presidents from secondary schools and Arctic College campuses in April.

Group, began delivery in September of an 11-month Native Studies course to increase community management skills for implementation of land claims and self-government.

Most Arctic College graduates find employment. According to a recent college survey of 320 graduates, six months after graduation 88 per cent were either employed or enrolled in further education. More than 96 per cent of graduates from certificate and diploma programs, and 89 per cent of those completing career development, were either employed or in further studies.

On April 1, 1990, the entire adult education program was consolidated as part of the Arctic College system. Over the past three years, adult educators, first in the Baffin, then the Keewatin, Kitikmeot, Inuvik and this year Fort Smith region, transferred from the Department of Education to the college. The college now administers community learning centres in more than 30 communities.

Arctic College Registration 1989-90 Credit Programs (By Program Category)



Registration Statistics Full-Time Registration Comparison (By Academic Year)

Note: In 1989-90 a more rigorous definition of "full-time enrolments" was applied. This resulted in an apparent decrease in full-time enrolments